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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**- Students will greet each other using Spanish. Translations will be found at http://imtranslator.net/compare/english/to-french/translation/  **Sharing**- Students will describe events that happened to them this weekend.  **Group Activity**—Students will play Sparkle (The Morning Meeting pg. 196) using vocabulary words from social studies  **Announcements** | **Greeting**-Students will greet each other using French  **Sharing**- Describe your favorite vacation you have taken. What made it so great?  **Group Activity**— Students will create an “Alphabet Story” (MM p. 178) forming sentences beginning with the letters of the alphabet.  **Announcements** | **Greeting**- Students will greet each other using Chinese  **Sharing**-If you could go anywhere, where would it be and why?  **Group Activity**—  Students will play “Fact or Fiction” (MM pg. 186) where student tells three things about him/herself, one being fictional, and other students try to guess the fictional statement  **Announcements** | **Greeting**- Students will greet each other using Arabic  **Sharing**- Would you rather be rich or famous? Why?  **Group Activity**— Students will create an “Alphabet Story” (MM p. 178) forming sentences beginning with the letters of the alphabet.  **Announcements** | **Greeting**- Students will greet each other using German  **Sharing**- What can you give someone that doesn’t cost anything?  **Group Activity**— Students will play “Don’t Make Me Laugh” (MM pg. 185)  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library for Mrs. Anthony-Jones  This week’s word is Fairness  Teacher will give students an online self-evaluation on fairness. Students will determine if they are truly a fair person.  Students will write a paragraph at the end of the survey explaining why they consider themselves to be a fair person.  [www.schooltube.com](http://www.schooltube.com) | Library for Mrs. Essix  Fairness—  Teacher will ask students two questions before showing the video on fairness. <http://www.youtube.com/watch?v=sVFMFOHrI78>  1. Agree or disagree: It's an unfair world, and nothing I do is going to change that.  2. How do you know when something is unfair? | Fairness—  Teacher gives students discussion questions on fairness.  Class will answer each question independently. Then, class will discuss each question. Teacher will allow students to take lead and share their views.  Discussion questions are located at: <http://www.goodcharacter.com/chron/fairness.html> | Fairness—  Teacher will read a short online story to students about being fair.  Teacher allows students to make connections and share. <http://www.familyfunshop.com/shortmoralstoriesfairness3.htm> | Fairness—  Students will work in small groups and perform a skit—being fair and not being fair |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration— | **R.CM.05.01, 02, 03 *Reading***—(**Reading Comprehension**) Teacher will have guided reading with class completing pg.6-7 together and will continue to discussing reading strategies.  Teacher will model how to find correct answers as well as how to omit the silly/incorrect answers. Teacher check student understanding by making oral inquiries.  **W.PR.05.01, 02, 03, 04, 05 (Writing process)**  **W.GR.05.01;(Grammar)**  **WSP.05.01(Spelling)**  ***Writing***-Teacher will go over the writing rubrics (Response to Paired Reading Selections) again with students.  Students will complete pg. 24 independently in MEAP Jumpstart book. Students will make a graphic organizer first (plan before writing), then, begin rough draft.  Teacher will model and think out loud for the students on how to respond to paired reading selections. Students will copy this down as teacher types it in MS Word document. Students will help teacher to respond to the selections. | **R.CM.05.01, 02**  **R.IT.O5.01,03 (Informational & Narrative text)**  ***Reading***—Students will complete pg. 11-13 on ***Literary Response and Analysis***  Teacher and students read the story on Paul Bunyan and Tall Tales together. Students answer questions independently. Teacher walks around to observe and monitor students while working to see the types of strategies the students are using.(Checking for understanding)  Teacher allows students to check their own papers.  Teacher and students will discuss the correct answers in detail. Teacher will ask “Why is the answer incorrect and/or correct?”  **W.PR.05.01, 02, 03, 04, 05 (Writing process)**  **W.GR.05.01;(Grammar)**  **WSP.05.01(Spelling)**  ***Writing***-Students will complete pg. 26-27 on English Language Conventions—Students will answer the question “How to improve the writing sample?” Student may use notes or poster hung in classroom for help. | **R.NT.05.01, 02, 03, 04**  **R.CM.05.02 (Analyzing Narrative text & Comprehension)**  ***Reading***—Students will receive worksheet on Genres pg. 18-21 and work independently.  Teacher will check students work for understanding.  Students who did not comprehend will have a conference with the teacher on different strategies to use.  **W.PR.05.01, 02, 03, 04, 05 (Writing process)**  ***Writing—*** Students will revise and edit a 6th grade student writing sample on pg. 59-60.  Students will write about improving the introduction of the writing sample.  Sample is located on  [www.mrsanthony-jones.wikispaces.com](http://www.mrsanthony-jones.wikispaces.com) | **R.CM.05.01, 02, 03 *Reading***—Students will complete Practice Test on Paired Reading Selections pg. 31-39  Teacher will remind students what cross-text question mean.  **W.PR.05.01, 02, 03, 04, 05 (Writing process)**  ***Writing—*** Students will complete pg. 40 in the MEAP jumpstart book.  Students must answer question using specific details from the story.  Teacher allows students to work and refer to online rubric for paired reading selections and the chart on MS Word that shows students how to score a 6. | **R.CM.05.01, 02, 03 *Reading***—Students will complete Practice Test on Paired Reading Selections pg. 42-49  ***Reading***—Students will complete these pages independently. Teacher will check student’s paper for comprehension and establish cooperative groups for those students who need the extra help.  ***Writing—***Students will revise and edit a 6th grade student writing sample on pg. 232-234 in MEAP Focus book.  (Teacher will display the checklist and rubric to Peer Response writing again on the smartboard at: <http://www.michigan.gov/mde/0,4615,7-140-22709_31168-233760--,00.html> and display checklist on overhead projector. |
| Homework/Reading  (Mon and Wed) | MEAP Focus book/MEAP Jumpstart books—Students will complete Context Clues worksheet |  | Students will complete Paired Reading selections out of MEAP Jumpstart book |  |  |
| Homework/Writing  (Tues and Thurs) |  | Students will write a narrative story on the theme Keeping Promises  Students must plan writing using graphic organizer first. Writing will be broken up into parts. Example: Introduction. |  | Students will continue to write a narrative story on the theme Keeping Promises  Students will complete the details/body of the paper. The details will come from points made on their graphic organizer. Example: is on my website:  [Mrsanthony-jones@wikispaces.com](mailto:Mrsanthony-jones@wikispaces.com)  Five paragraphs needed—Introduction, details, details, details, and conclusion |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration  [*http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm*](http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm) | 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution  of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)  Teacher will review federalism with students, carefully outlining the distribution of power.  Teacher will review separation of powers with students and assist them in making a chart detailing the powers and duties of each branch of government.  Students and teachers will view information about federalism on bensguide.com.  Students will create pyramids detailing the separation of powers between the branches of government.  Pyramids will be displayed around the classroom. | 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United  States Constitution.  Students will complete pyramids started during the previous class session  Students and teacher will review the separation of powers and federalism by playing match game of powers and branches as a group.  Teacher will introduce the 1st Amendment rights using the acronym RAPPS. Students will take notes on a graphic organizer to use as a study guide. | 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United  States Constitution  Students will watch “Future Fright: Losing our Rights” on unitedstreaming.com detailing a world without first amendment rights.  Students will take a short quiz on the video.  Students will write a short essay detailing which 1st Amendment right they would fear losing the most and why. | 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United  States Constitution  Teacher will introduce unfamiliar vocabulary to students:  Quartering, petition, assembly, redress, censorship etc.  Students and teacher will read “The Bill of Rights, 1791, Amendments 1-3” orally as MS excel spreadsheet outlining rights in Bill of Rights is completed on the Smartboard. Teacher will provide information regarding 4th Amendment.  Students and teacher will review the information in the Amendments 1-4  Teacher will model for students how to represent the fifth amendment pictorially with an appropriate caption. A rubric for the caption will be displayed.  Students will draw a pictorial representation of Amendments 1-4. The caption for each picture must contain a sentence detailing the rights provided by the Amendment and a second sentence giving a real world example of that right in action. | **Ms. Knox—Computer Lab (Anthony’s class)**  5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution  of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)  Students will take a quiz on the separation of powers and federalism using Venn diagrams and short answer formats |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension daily. Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.* | **N.FL.05.04, 05, 06 N.MR.05.01, 02,03, 05 (Multiplying & Dividing whole numbers)**  Some students are not ready to move on to a new concept. Therefore, teacher will spend time making sure all students can add, subtract, multiply, and divide.  Teacher will call small groups to the meeting area to model problems and work on basic concepts.  While teacher works on basic facts with specific students, all  Students’ will work on percents, ratios, decimals, and fractions after teacher models.  Website for struggling students.  [www.adaptedmind.com](http://www.adaptedmind.com)  Website for advanced learners  [www.ixl.com](http://www.ixl.com)  ***Writing***  Students will explain in words how to turn a percent into ratio, decimal, and fraction. Students must be able to identify that per = 100  Extra help:  Teacher will pass out login information for [www.studyisland.com](http://www.studyisland.com)  And encourage students to get on much as possible. | **Part I:**  **Mini-Lesson:** Teacher will model how to divide. Students will complete worksheet on division.  Teacher models how to divide on smartboard and show students a video on division [www.adaptedmind.com](http://www.adaptedmind.com)  ***Writing***  Students will make up their own division problem and explain how to complete and check the problem. Example:109/7= 15x7+4---page 50 in MEAP Focus book (Thinking It Through)  **Part II**  **G.TR.05.01** Associate angles with a certain amount of turning  **G.GS.05.02—**Classify angles  Students will use an object such as a book, picture, pencil to determine the amount of turning in degrees and fractions. Example ¾ of a turn = 270 degrees.  Also, students will use play doh to classify angles.  (30 minutes are allotted for Part I and II) | **N.ME.05.08, 09**  Students will understand the relative magnitude of ones, tenths, hundredths, etc. (place value)---10 minutes.  Students will understand percentages as parts out of 100.  **Part I:**  **Mini-lesson:**  Teacher will model how to do solve decimal fractions and percentages.  Students will complete worksheet or textbook work out of MEAP Focus book, Lesson 10-12 pg. 92-95 & 101-104  **Part II**  **G.TR.05.01; 02**  **Students will measure angles with a protractor and classify them.**  Teacher models how to measure angles with a protractor on the chalkboard.  Teacher also demonstrates how to classify angles using arms (i.e. right, acute, obtuse)  ***Writing***  Students will complete a short quiz on classifying angles according to what the teacher displays using arms. (Example: Teacher makes an obtuse angle with arms. Students will identify this an write it down explaining what an obtuse angle is—angle that measures over 90 degrees.  More Practice:  [www.adaptedmind.com](http://www.adaptedmind.com) | **N.ME.05.09; 17**  Students will take assessment on percents pg. 109 out of MEAP Focus book.(20 minutes)  After the test, students will play online game on geometry (classify and measuring angles (20 minutes)  [www.ixl.com](http://www.ixl.com)  Students will complete textbook work on measuring angles.(Chapter 19-20)  ***Writing***  Students will write a paragraph on how to use a protractor. | **N.FL.05.04, 05, 06 N.MR.05.01, 02,03, 05**  Students take a test on multiplying and dividing whole numbers (30 minutes)  Teacher will introduce missing angles. (30 min)  **G.GS.0505, 06**  Students will understand the sum of interior angles and know that a straight line equals 180 degrees—Ch. 19-21  ***Writing—***Students will write in math journals that the sum of a triangle is 180 degrees and the sum of a quadrilateral is 360 degrees.  Teacher will also give students 4 problems on solving/ finding the missing number after modeling how to complete the problem. |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will take a teacher created quiz on potential, kinetic, and thermal energy, the law of conservation of energy, and radiation, convection, and conduction. The quiz will have a written component as well as multiple choice questions. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Teacher will introduce magnetism and electricity vocabulary words (pg. E84) using direct instruction (DI) techniques.  Students will take the pretest for the video “Electricity and Magnets” on unitedstreaming.com.  Students will view video “Electricity and Magnets” on unitedstreaming.com  Students and teacher will read Pgs. E84-E85 aloud, paying careful attention to draw connections to video.  **Writing:**  Lesson will wrap up with students writing paragraph summarizing what they have lea | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Teacher will model properties of magnetism using magnet and objects that both repel and attract. Teacher will display list of objects for students and have students hypothesize which the magnet will attract.  Students will test their hypotheses in small groups, recording their answers on blackline master from the video “Electricity and Magnets” previously viewed.  **Writing:**  Students will develop a list of attributes in small groups they believe an object must have in order to attract a magnet.  Students will view PowerPoint presentation on magnetism on SMARTboard to determine if their ideas are correct. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will review information learned this week by completing information on the graphic organizer from the textbook. Answers will be discussed in class.  Teacher will pose the following questions:  Why do some Christmas lights stop working when one bulb burns out, but other bulbs stay lit?  Teacher will demonstrate parallel and series circuits, as well as generators using classroom materials.  Students and teacher will read pgs. E86-E87 orally.  **Writing:**  Students will answer review questions after watching  video “ Current Electricity” on unitedstreaming.com.  Students will answer original question  Students will write five complete sentences detailing what | **Computer Lab—Knox (Essix class)**  **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**    Students will complete the mini-lesson transparency E3-3 (sing context to determine word meaning  Students will view the brainpop.com lesson on chemical energy and will complete quiz orally as informal assessment.  Students will read pgs. E92-E93 orally and will fill in information on their graphic organizers to help separate ideas about different types of energy from compounds  Students will answer the review question on pg. E92 in a complete sentence |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |